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ABSTRACT

This 117 item annotated bibliography of documents published in 1970 is divided into these sections: educational history and development; school reform; teacher training and staffing; schools and institutions; curricula and syllabi; audio-visual aids; motivation; polytechnical education; self-education; physical education; problems in education; management and financing; legislation and education in statistics. (VIW)

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1971

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I. HISTORY OF EDUCATION

181. ČANOVIĆ, Svetozar: Osvrt na prilike u školstvu Srba na Kosovu pred Balkanski rat — 1912 (A Review of the Educational Situation of the Serbs in Kosovo before the 1912 Balkan War), *Nastava i vaspitanje*, Beograd, 1970, No. 2, pp. 197—209.

In reviewing the educational situation in Kosovo under Turkish rule, the author describes the educational levels of the Serbs in this province at the turn of the century. He divides the intensive educational development in Kosovo into two major stages. During the first stage, which lasted until the 1840's, the Turkish administration allowed only markedly religious education. The other and the more significant stage, from the early 1850's to the fall of the Turkish domination in the Balkans, was one during which many schools were opened and instruction broadened to include the natural sciences and various skills. A detailed review is presented of the economic and political conditions in which the middle classes developed and demanded that their young be educated broadly and systematically.

182. KORAĆ, Milorad: Prve srpske osnovne škole u Bijelom Polju i okolini (The First Serbian Elementary Schools in Bijelo Polje and its Vicinity), *Nastava i vaspitanje*, Beograd, 1970, No. 2, pp. 218—225.

As a result of the liberalization of relations with the Turkish Empire on the one hand (the granting of definite economic, political, cultural and educational rights) and the awakening of national feelings of the Serbian population on the other, the first Serbian elementary schools were opened at Novopazarski Sandžak about the middle of the 19th century. The school opened at Bijelo Polje in 1846 was among the first Serbian elementary schools in the European part of the Ottoman Empire. The author deals with the cultural and political significance of this school. The sources of the school's income, and its and its staff's financial status toward the end of the 19th century are described in detail. Other points covered include the school's celebrations, enrollment the first school year and subsequent increases, the teaching staff's qualifications, and the conflicts the school authorities had with the Turks.

183. KOVAČIĆ, Aleksandar: 35 godina Narodnog sveučilišta u Novoj Gradiški (Thirty-Five Years of the National Night School at Nova Gradiška), *Andragogija*, Zagreb, 1970, No. 1, pp. 84—93.

The history of the foundation, work and various activities of the National Night School at Nova Gradiška from 1934 to 1941 are treated comprehensively. Its Statute, which is presented at the end of the article, provides for an all-round education of the masses, the holding of public lectures and courses, educational meetings, expositions, concerts and theatrical performances, excursions, the foundation of libraries and reading rooms, the assistance of educational work of different societies and schools, the gathering of data on public education in this country and abroad, the purchase of teaching aids and appliances, and the encouragement of public education activities. In each of these areas the Night School had a certain amount of success, depending on the social, political and economic circumstances of that time. The conditions and results of work, and the causes of achievement or failure are dealt with in detail.

184. RAVBAR, Miroslav: Povodom pedesetogodišnjice Slovenačkog univerziteta u Ljubljani (The 50th Anniversary of the Slovenian University in Ljubljana), *Univerzitet danas*, Beograd, 1970, No. 2—3, pp. 78—84.

The first forms of university teaching in Ljubljana were instituted in 1595, when the then Jesuit College introduced instruction in the humanities, logic, philosophy, nature and ethics, metaphysics and theology. Significant changes took place after the disintegration of the Jesuit order in 1773. Then only for a brief period, during the period 1810—1813 under Napoleon's reign, Ljubljana and Zadar had central schools with seven departments: medicine, surgery, pharmacology, engineering and architecture, geometry, law, and theology. The movement to set up a full-fledged University in Ljubljana was initiated in 1848, when the Vienna government was urged to organize higher education. The government did not meet this demand. Early in December 1918, right after the formation of the new Yugoslav State, the public in Slovenia sought the foundation of a Slovene university. The central government in Belgrade approved the statutes of Ljubljana University on 23 July, 1919, and by the following August the first professors were appointed to this university.

185. STOJOVIĆ, Milutin: Devojački institut na Cetinju (The Girls Institute at Cetinje), *Nastava i vaspitanje*, Beograd, 1970, No. 2, pp. 210—217.

A hundred years ago two secondary schools were opened at Cetinje. In 1869, Montenegro obtained Russian aid for two schools: a theological seminary to educate boys for the priesthood and elementary school teaching, and a school for girls to prepare them to become teachers. The author describes the latter school's foundation, enrollment (16 pupils and 5 woman teachers) and objective ("to ingrain pure Orthodoxy, gentleness and patriotism in the pupils, who will be able thus to give first education to their children"). Also presented are the terms of admission the 1885 syllabus and curriculum, diplomas for the graduates, and objections that this school formed some kind of a female Montenegrin aristocracy.

186. ŠIDAK, Jaroslav: Opći pogled na tristogodišnji razvoj visokoškolske nastave u Zagrebu (An Outline of the 300 Years of Higher Education Development in Zagreb), *Univerzitet danas*, Beograd, 1970, No. 2—3, pp. 74—77.

Although the beginning of higher education in Croatia is associated with King Leopold's mandate of 23 September 1669 which "enforced the introduction of the study of philosophy at the Jesuit College in Zagreb", the true start was an attempt in 1632 to organize the teaching of theology at the same college. By the introduction of the study of philosophy, which lasted 3 years, the *Academia nova Zagrabiensis* was officialy empowered to grant academic degrees. The Zagreb Academy was run by the Jesuits until the Pope abolished the order. It remainded under the office of the Bishop of Zagreb until Maria Theresa's order of 5 August 1776 reorganized it as the *Regia scientarium Academia*. The article deals with the reorganization in detail, the further development of higher education in Croatia and the efforts undertaken by the Croatian Assembly for the Academy to obtain university rank and to hold instruction in the national language. These efforts were successful only when Civil Governor Ivan Mažuranić reformed the entire higher education system, opening a university with its three schools on 19 October 1874.

III. DEVELOPMENT OF EDUCATION

187. BRADIĆ, Veličko: Produženi boravak učenika u seoskim školama (All-Day Care for Rural School Pupils), *Prosvetni pregled*, Beograd, 1970, No. 21, p. 4.

The author points out the fact that all-day care for school children is being organized principally in major towns and well-developed centers, while little is done to introduce this care in rural elementary schools which have favorable conditions and similar demand for this service. The principal reason for the introduction of all-day care in rural schools, the author believes, is the still high percentage of repeaters. He suggests that all-day care should first be introduced for the higher grades in the spring and fall periods, and that these should provide two to three hours care after instruction and warm meals, daily except Saturdays. The author's arguments are the specific work conditions of these schools and the fact that pupils of the higher grades have the lowest attainment.

188. CIGLAR, Ljupka: Teme za diskusiju — oblici pedagoškog rada (The Forms of Pedagogic Work — A Discussion Topic), *Školske novine* Zagreb, 1970, No. 19, p. 16.

In the absence of a school pedagog, his duty in some schools is taken over by "pedagogic panels". These panels work under the plan for the vocational specialization of teachers and the advancement of education. They launch various theoretical lectures, but

the most important form of their work is in the promotion of cooperation between class and subject teachers. Views, experience and technical advice are exchanged at practical lectures which are often delivered by subject teachers in the lower grades or in the 5th grade, as model lectures for other subject teachers. Individual aspects of the panel's work include the sitting in on other teachers' lessons, which gradually becomes a habit. Thus a teacher uses part of his free time to attend a lecture of his colleague and get acquainted with his work. The work of the pedagogic panel is voluntary and has an advisory role.

189. Dovršava se organizacija prosvjetno-pedagoške službe u Sloveniji (Completion of the Organization of the Educational Service in Slovenia), *Školske novine*, Zagreb, 1970, No. 7, p. 5.

In Slovenia a new system of educational service has been set up, with only one institution in charge of the relevant duties, the Institute for Education of the Socialist Republic of Slovenia. Instead of independent regional or municipal institutes, there are organizational units of the Institute at Murska Sobota, Maribor, Dravograd, Celje, Ljubljana, Kranj, Novo Mesto, Nova Gorica and Koper. Each unit covers a territory of several municipalities. The reorganized Institute is composed of the sectors for: elementary education, subject teaching, general vocational services, vocational training, adult education, and joint services. Each sector is made up of different groups for specific areas (for example, the sector for vocational services has seven such groups).

190. FILIPOVIĆ, Dragomir: Povodom usvajanja Rezolucije o razvoju vaspitanja i obrazovanja na samoupravnoj osnovi (Adoption of the Resolution on the Development of Self-Management Education), *Ekonomika škola*, Beograd, April 1940, Vol. 4, No. 4, pp. 1—14.

The article is made up of these sections: (1) a brief retrospect, (2) a review of past school reform, (3) main reasons for the current education reform, (4) general principles, (5) an up-to-date and meaningful document on the long-term prospects for educational development, (6) the social and economic development of educational activities, (7) major changes in the system, (8) legislative and practical powers of the Resolution. The unabridged text of the Resolution is contained at the end of the article. The Resolution was enacted by the Federal Assembly's Educational-Cultural Council on 26 March 1970.

191. JOVIČIĆ, Mirko: Zajednički rad, zajedničke obaveze i odgovornosti na stručnom obrazovanju (Joint Work, Common Duties and Responsibilities in Vocational Training), *Naša stručna škola*, Beograd, 1970, No. 6—7, p. 5.

At least 400 protagonists of educational and political activities in secondary schools in Croatia held a four-day symposium in Šibenik in May 1970. They discussed what the schools should do to

become independent self-managing organizations and to organize their activities toward the best possible, successful and meaningful educational achievement. The following reports were contributed: The Role of the League of Communists in the Development of New Socio-Economic Relations in Education (Ante Josipović), Secondary School Reform and Current Problems in the Enforcement of the Law on Financing Education (Veseljko Velčić), The Bill on Secondary Education (Pero Djetelić), The situation of the Pupils in the Self-Managing School (Josip Vanpovac), The Youth Union's Role in the Educational Process (Drago Roksandić), The Action of the League of Communists in the Schools (Jelica Radojčević), School and Religion (Radovan Stipanović).

192. JUHAS, Mihajlo: Usavršavanje škole u uslovima kada se prelazi na petodnevnu radnu nedelju (School Advancement in a Transition to a Five-Day Week), *Ekonomika škola*, Beograd, April 1970, No. 4, pp. 15—18.

Concerning the possibilities of introducing a five-day week in schools and other educational institutions, the following specificities of schools regarded as working organizations are considered in detail: the school year and its periods as fixed in the school calendar, the work week pattern as determined by the syllabus and curriculum, the workday as determined by the lesson schedule, well-organized leisure and free time in the broadest sense. With a view to the specific pace of the school year, week and day under the six-day week system, the author suggests that all activities and processes should be reconsidered from every angle before making final change to the five-day week. Thus it is first necessary to elucidate the problem from the point of view of the interests of the community as the whole, the pupils' interests, teachers' and parents' interests, and from the standpoint of psychology and pedagogy, always keeping in mind the increasingly frequent demands for the modernization of education. In the end the author explains his ten-point list of elements by which a decision should be made as to whether accepting one of the existent five-day week models is pedagogically relevant under the conditions of this country.

193. MARIČIĆ, Mihailo: Popravni ispit može se izbeći (The Make-Up Exam Can Be Avoided), *Prosvetni pregled*, Beograd, 1970, No. 21, p. 4.

The author explains the difficulties of pupils having to take make-up exams after working alone having a rather uncretain chance of passing them, then gives a noteworthy proposal for elementary schools. He suggests that by 10 June every pupil with satisfactory achievement should terminate his school year, having had sufficient time to master the subject matter by this date. Those less successful pupils would continue until 20 or 25 June, as the need arises, enjoying assistance from the subject teachers. This short-term help is believed to give incomparably better results than

the pupils' own work. Following this extension the pupils would be examined if necessary. In this way the number of low-achievement pupils would be greatly reduced, the author emphasizes.

194. RAIČEVIĆ, Vasiljka: Obrazovanje i vaspitanje spadaju u faktor proširene reprodukcije (Education as a Factor of Production Growth), *Školski informator*, Beograd, 1970, No. 3, pp. 4—5.

In an interview with Professor Dr Franković, Director of the Yugoslav Institute for Educational Research, the enforcement of the Resolution on Self-Management Education was discussed. First the development of the draft resulution since 1964 was explained. Asked about the most substantial points of the Resolution, Dr Franković said that the former view about education as a field of general consumption was discarded and the opinion about education as an essential factor in production growth and as one of the principal conditions for overall economic and social development was adopted. Dr Franković dwelt on the financing of elementary and secondary education, changes in the system of education (enlargement of preschool education, complete coverage of elementary and reform of secondary education), and changes in teacher training. The practical enforcement of these steps was dealt with at the end.

195. ŠAMANIĆ, I.: Produženi boravak i u Bakru (All-Day Care for Pupils in Bakar), *Školske novine*, Zagreb, 1970, No. 1.

The elementary school at Bakar has organized all-day care for twenty-eight pupils in one class. Staying in school after the lessons, the pupils engage in learning and leisure activities, supervised by a teacher-leader. Pupils obtain two meals at school. Equipment worth 10,000.000 dinars was supplied by the Children's Welfare Fund for this purpose. The system of all-day care is intended for children of employed parents or those without sufficient parental surveillance or attention.

IV. SCHOOL REFORM

196. Dogovor predstavnika zavoda za školstvo (Consultation of Education Institute Representatives), *Revija školstva i prosvetna dokumentacija*, Beograd, 1970, No. 2, pp. 108—111.

The directors and other representatives of the Yugoslav, Republican and Provincial Education Institutes held a meeting at Čatelke Toplice, Slovenija, on 19 and 20 May 1970. They considered the following questions: the enforcement of the Federal Assembly Resolution on Educational Development, improvements in the elementary school syllabus and curriculum, encouragement of innovations and the introduction of up-to-date means and methods of instruction, and tasks of the Educational Advisory Service. The participants concluded, among other

things, that the publishing of an information bulletin on innovations at home and abroad should be considered.

197. JURKOVIĆ, Zlatko: Godina impulsa za nove promjene (A Year Impelling Further Changes), *Školske novine*, Zagreb, No. 25, p. 5.

As a result of concerted efforts over several years, quantitative changes in some substantial areas of educational development took place in 1969—1970. During this school year some elements of the system of education were thoroughly reformed, various integration processes were noted, teaching plans and programs revised, and changes prepared in the education of workers' children. Observed as part of a long-term development, the past school year began to induce further and qualitative changes in the field of education.

198. MILAT, Josip: Provođenje reforme sistema obrazovanja u praksi Građevinskog školskog centra u Splitu (Reform in the Educational System as Implemented by the Training Center for the Building Construction Industry in Split), *Obrazovanje i rad*, Zagreb, 1970, No. 1, pp. 34—47.

The Training Center for the Building Construction Industry in Split has been using a reformed system of education over the last four years. Outlined here are the experiences the Center gained in coping with the relevent problems. The reasons for the change to the reformed system and the major achievements in the reformed secondary-level training for the building construction industry are dealt with. The reformed school provides a two-year preparatory training of all workers and technicians, which is followed by two final-training schools, one for building construction workers (one year) and the other for technicians trained at the secondary level (two years).

199. STOJIĆ, Tošo: Reforma školskog sistema u JNA (Reform of the Training System in the Yugoslav Army), *Prosvetni pregled*, Beograd, 1970, No. 21, p. 3.

The Decision on Military Training marked the beginning of a significant development and modernization of the school system and training processes in the Yugoslav Army. The system ot military training relies on modern principles of education. It is designed to train an able army cadre and at the same time be part of the country's overall education system. In addition to working out new training plans and programs and ensuring training equipment and funds, the status of military academies has been redefined relative to the corresponding civilian schools to obtain equal social recognition for vocational background attained at military schools. The enforcement of this Decision is delegated by the Federal Assembly Resolution on the Improvement of the Edication System in a Self-Governing Society.

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V. TEACHER TRAINING AND TEACHING STAFF

200. Aprilski susret profesora i studenata pedagogije (The April Conference of Pedagogy Professors and Students), *Školske novine*, Zagreb, 1970, No. 16, p. 9.

Pedagogy professors and students met in their traditional conference in Ljubljana on 8—10 April to discuss "The All-Round Personal Development in the Light of Marx's Anthropological Principles". The reports and the discussion at this meeting showed that this topic raises questions that modern theoretical and practical pedagogy cannot circumvent. It also showed that the proven maxim about the universally and harmoniously developed person who has been well-educated physically, intellectually, morally and esthetically, and who has good work and technical habits, develops increasingly enlarged functional and intentional views on all-round personal development. It was said that the independent scientific character of pedagogy should be improved if pedagogy is to live up to the demands placed upon it.

201. BOŠNJAK, Tane: Seminari održani u toku zimskih praznika 1970. god. (Seminars Held during the 1970 Winter Holidays), *Život u školi*, Osijek, 1970, No. 3—4, pp. 188—192.

Vocational training of teachers has been enlarged by seminars during the winter recess in the past few years. In 1970, the Yugoslav Institute for the Advancement of Elementary Education launched these seminars: (1) a two-day seminar for Serbo-Croatian language teachers, (2) a six-day seminar for Russian language teachers (partly sponsored by the Školska Knjiga publishers of Zagreb), (3) a ten-day seminar for English language teachers (organized with the assistance of the Institute for the Advancement of Elementary Education of the Socialist Republic of Croatia in Zagreb, (4) a two-day seminar for physics teachers, (5) a two-day seminar for chemistry teachers, (6) a one-day seminar for elementary school principals and educational advisers, (7) a two-day seminar for history teachers, (8) a two-day seminar for class teachers of technical and production instruction, (9) a three-day seminar on radio technology for technical and production subject teachers, (10) a three-day seminar on motion picture technology for technical and production subject teachers, (11) a one-day seminar on music training for class teachers, (12) a one-day seminar on physical training for class teachers, (13) a two-day seminar on the Hungarian language for teachers who conduct instruction in Hungarian, (14), consultation on the application of new textbooks in class teaching, (15) consultation on the uses of instructional film strips.

202. 25-godišnjica delovanja Pedagoške akademije u Splitu: Etape razvoja (The 25th Anniversary of the Educational Academy in Split: the Stages of Its Development), *Školske novine*, Zagreb, 1970, No. 13, p. 9.

The Educational Academy in Split was a two-year school from its foundation in 1945 to the school year 1951—1952, when it became a three-year school. At that time the Academy already had its workshop in the same building and a botanical garden which was a great help in instruction and which enabled cooperation with the corresponding institutions in this country and abroad. Also marking this 2nd stage of the Academy's development was the formation of more study groups and the cooperation with the local national night school and elementary schools. The 3rd and present stage of development began in 1961—1962. During this period, workshops and subject teaching rooms for several departments, work space for technical education, and a modern, well-equipped audio lab for language teaching were set up. At present the school has 12 study groups whose different combinations enable the study of virtually every subject being taught in elementary school. The teaching staff of the Academy is an exceptionally harmonious group, while the school has several times received public recognition for its work.

203. Iz rada Pedagoškog Savjeta (An Outline of the Work of the Educational Council), *Bilten Republičkog zavoda za unapredivanje školstva*, Titograd, 1970, No. 2, pp. 56—59.

At its sessions during the first half of this year the Educational Council of the Socialist Republic of Montenegro reviewed its 1970 program, the Federal Assembly's Resolution on the Development of Self-Management Education, and the conclusions of the Foreign Language and Literary Society of Montenegro. At these sessions the Council also approved draft syllabi and curricula for the school for skilled adult workers of the metal-working trade, the school for longshoremen, and the school for skilled crane operators.

204. JANKOVIĆ ROTA, Milorad: Škola o kojoj su samo maštali bivši đaci (A "Dream School" to Former Pupils), *Prosvetni pregled*, Beograd, 1970, No. 20, p. 6.

At the observance of the 50th anniversary of the Teacher Training School in Pirot, its former pupils of different generations met together and were impressed by the school's modern looks. Now the school has up-to-date subject classrooms, an amphitheater, a foreign language laboratory (one of the few of its kind in Yugoslavia), a gym, and a well-arranged yard with a monument dedicated to youth and a fountain around which pupils may relax. However the most impressive thing for those present was the fact that instruction is conducted only during one shift (morning) while the afternoons are reserved for selected activity. The school has an excellent library with a reading room and is decorated with flower arrangements. All this, the author said, made the former pupils state that this is the school they could only dream of.

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205. Neophodna je maksimalna pomoć nestručnim nastavnicima da steknu stručnost (It is indispensable that Inadequately Skilled Subject Teachers Receive Maximum Help to Gain Proper Qualification), *Naša stručna škola*, Beograd, 1970, No. 6—7, p. 9.

Having considered the enforcement of the legislation on the replacing of inadequately skilled with adequately skilled elementary and secondary school teachers, the Republican and Educational-Cultural Councils of the Serbian Assembly noted that this still acute problem is being solved only very slowly. Elementary Schools in Serbia still employ 8000 and secondary schools about 2700 teachers of insufficient qualification. To remedy the situation, the Councils suggested the steps that should be taken by municipal assemblies and educational communities. The suggested steps emphasize the role of schools which should, together with educational communities and other bodies concerned, make efforts to solve the local problems in the best way possible. Loans for students and scholarships are also recommended for the improvement of teacher training.

206. Održan seminar o pedagoškoj dokumentaciji (Seminar on Keeping Educational Records), *Revija školstva i prosvetna dokumentacija*, Beograd, 1970, No. 2, pp. 113—114.

This was the first seminar of its kind in Yugoslavia. It was held in Belgrade, 28—30 May 1970, and was organized by the Yugoslav Institute for Educational Research for record department personnel in the republican, provincial and certain regional institutes for education. The theory of educational information and record keeping was the main topic at the seminar. The participants were familiarized with the organization and work methods of the Record Keeping Service of the Yugoslav Institute for Educational Research. They were also shown around the Record Keeping Department of the Directorate for General Services of the Republican Bodies of the Socialist Republic of Serbia.

207. Slovenija: Posebno nagrađivanje prosvetnih radnika (Extra Rewards for Educators in Slovenia), *Školske novine*, Zagreb, 1970, No. 13, p. 4.

The Basic Educational Community of Ljubljana has earmarked a certain portion of its funds for extra rewards for outstanding performances in education. The Assembly of the Ljubljana Educational Community decided that this and additional money should be awarded according to a somewhat revised criteria. Thus, as the Assembly's Executive proposed, a total of 150 of the most proficient educators in schools or other educational institutions which are financed by this Community will be awarded. Every educational institution will choose 1—5 teachers or educators to compete for the awards. These awards will be granted annually to stimulate educators toward the achievement of better educational results.

208. VELIMIR, Sveto: Seminar za nastavnike tehničkog i proizvodnog odgoja u Zadru (Seminar for Technical and Production Teachers in Zadar), *Školske novine*, Zagreb, 1970, No. 12, p. 9.

The Municipal Council of the Popular Engineering Society in Zadar has organized a several day seminar on radio technology for technical and production teachers. The participants will receive information on the details of: (a) methods for presenting the 8th grade subject matter, (b) radio technology for the 8th grade, (c) an evaluation of elementary school work and of technical and production instruction. During the practical part of the seminar every participant assembled by himself the following devices: a crystal receiver with oscillatory circuit, a receiver with a two-phase low-frequency amplifier, an amplifier with five transistors, and electrical direction lights for cars. At the end, the assemblage and operation of a device used in ham radio contests to locate a hidden transmitting set was demonstrated.

VI. SCHOOLS AND INSTITUTIONS

209. BOGDANOVIĆ, Kosta: Pedagoška aktivnost Muzeja savremene umetnosti u Beogradu (Educational Activity of the Museum of Modern Art in Belgrade), *Revija školstva i prosvetna dokumentacija*, Beograd, 1970, No. 2, pp. 114—117.

This museum performs significant educational activity through its modernly organized Center for Record-Keeping and Education. To promote the most adequate fine arts training, the Center studies educational plans and programs and the school system. The Center's section gives lectures, seminars, etc. for pupils and students to enlarge their knowledge obtained through regular training. For the pupils of secondary vocational schools in Belgrade, which otherwise do not teach the fine arts, the Center has organized a one-year seminar on modern Yugoslav art. In its building, the Museum has a modern workshop for school youth.

VI. 2. *Elementary Education*

210. BRAČKO, M.: Poljoprivredni odgoj u školama opštine Ivanec (Agriculture Teaching in the Ivanec Municipality Schools), *Školske novine*, Zagreb, 1970, No. 9, p. 4.

Following an official suggestion, the Municipal Assembly of Ivanec has decided to introduce agriculture teaching in the local elementary schools. The 1st to 5th graders will be taught this subject as part of their regular lessons in nature studies. For the 6th to 8th graders, this will be organized as leisure activity. The whole program is divided into two partes: (a) compulsory subjects for grades 1—5 which include tillage, plant growing, fruit gathering, animal life studies (the 1st graders are taught

the fundamentals of these subjects, while frequent farm tours are considered important for all pupils), (b) the optional subjects for grades 6—8 comprise specialized branches of agriculture, such as arable farming, fruit growing, grape growing, flower, gardening, and animal husbandry.

211. COTIĆ, Alojz: Prva iskustva i problemi pokusne nastave seksualnog odgoja u osnovnoj školi (Initial Experience and Problems in Experimental Sex Education in Elementary School), *Pedagoška iskustva*, Zagreb, 1969, No. 1—2, pp. 61—64.

An outline of the attempts so far to introduce sex education in elementary school is followed by the results the Commission on Sex Education has achieved since its foundation by the Center for the Welfare of Mothers and Children in the fall of 1967. After an outline curriculum was worked out for elementary school grades 1—8 (or grades 1—4 on the secondary level), experimental teaching was introduced in ten elementary schools in Zagreb in 1968—1969. During the school year the teachers working on this program met together 11 times. Two consultations were held and teaching aids prepared. The article also carries the outline program of sex education.

212. CVIJOVIĆ, Milena: Delatnost centra za socijalni rad grada Zagreba u rešavanju socijalnih problema učenika u osnovnim školama (Activity of the Zagreb Welfare Center in Solving Welfare Problems of Elementary School Pupils), *Pedagoška iskustva*, Zagreb, 1969, No. 1—2, pp. 35—38.

For various reasons the schools cannot obtain uniform results in the materialization of their objectives. The welfare of the pupils is certainly one of the major out-of-school reasons, as the author comments in the introduction. A study of maladjusted children, conducted by the Zagreb Institute for the Advancement of Elementary Training, revealed that their divergent personalities had developed in disturbed family situations during their preschool life. Among the remedies undertaken by the Welfare Center and the elementary schools is professional assistance for pupils in difficult financial situations to help them master the instructional subject matter. The City Committee of the Children Care Union, assisted financially by the Child Welfare Fund, is launching drives to keep children together, during the summer holidays in particular. The article also presents the obstacles the schools and social organizations have been coping with trying to solve these problems.

213. LAJI, Đurđa de: Rad sa naprednim učenicima u osnovnoj školi Lepoglava (Work with Advanced Students in the Lepoglava Elementary School), *Školske novine*, Zagreb, 1970, No. 15, p. 16.

Students who lag behind or have low achievement for some reason are commonly given much greater care than the others. The elementary school at Lepoglava gives special lessons for

advanced learners in addition to its supplementary instruction designed for slow learners. An inquiry which revealed the broad interests and desires of the students preceded the setting up of the advanced groups. At the first meetings of these groups the pupils set forward their particular interests in the subject matter and, together with the teachers, worked out their plans of study. This was done in a working atmosphere otherwise not achieved during regular lessons. In these groups the pupils showed great concern for the collection of various study materials, the use of specialized children's journals, the tabular presentation of data, cultural achievements, etc. The pupils discuss the study matter and draw their own conclusions, while their relationship with the teachers relies on mutual cooperation. At regular lessons these pupils are more successful in solving exercises and taking tests and they raise the level of the success of their class.

214. KILIBARDA, Gojko: Moderna škola "Ratko Žarić" (The Modern School Ratko Žarić), *Prosvjetni rad*, Titograd, 1970, No. 12, p. 12.

This school, successful ever since its foundation, has constantly developed various activities (leisure activity, all-day care, socially useful work designed on the cooperative model, etc.). Every year the school receives further recognition for its work and displays its diplomas in its hall. Under expert supervision, many of the pupils work in its workshops. This work brings in considerable earnings to the pupils' cooperative which is used, among other things, to pay for the summer vacation expenses of the best pupils and coop members. The classrooms and workshops are well equipped with teaching aids and high-priced machinery or other equipment. Playgrounds and a small zoo are established in the schoolyard. The school continues to do its best to preserve the reputation it has gained for attaining good educational results.

215. MILOVANOVIĆ, Sveta: Republičko takmičenje matematičara osnovaca (A Republican Mathematics Contest for Elementary School Pupils), *Prosvetni pregled*, Beograd, 1970, No. 21, p. 6.

At the Belgrade University School of Mathematics and Natural Sciences the Republican Contest for Young Mathematicians was held. 150 of the best mathematicians in the 7th and 8th elementary school grades in Serbia, Vojvodina and Kosovo competed. The contest was organized by the Republican Commission for Young Mathematicians of the Society of Mathematicians, Physicists and Astronomers of the Socialist Republic of Serbia. The pupils qualified for this contest in previous competition at the school, municipal and intermunicipal levels. The problems for this (and previous contests) were composed by the Republican Commission for Young Mathematicians. The contestants were required to code instead of sign their answer sherts.

216. Materijal za vrednovanje rada osnovnih škola (Material for the Evaluation of Elementary School Work), *Putevi i dostignuća*, Sarajevo, 1969—1970, No. 3, pp. 133—152.

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The Republican Educational Institute of Bosnia-Herzegovina has formulated a systematic and large-scale evaluation of educational activity. Those participating in this formulation were all basic educational communities, the Republican Secretariat for Education and Culture of Bosnia-Herzegovina, the Educational Committee of the Educational-Cultural Council of the Assembly of Bosnia-Herzegovina and representatives of some elementary schools and socio-political organizations in the republic. At their meeting the representatives drew up a scale for every category investigated with which to evaluate the educational performance of a school. The categories included: instruction with supplementary and additional teaching, leisure activities, physical and health education, general and cultural activities of the school, life and work organization of the school, work of vocational school bodies, further vocational training, activities designed to improve the working conditions of the school, etc.

217. MIĆIĆ, Cvetan: Savremena nastava u školi u Padini (Modern Teaching at the School in Padina), *Prosvetni pregled*, Beograd, 1970, No. 14, p. 8.

The Maršal Tito Elementary School for Slovaks at Padina is housed in one of southern Banat's most modern school buildings erected by the local people with assistance from the society. For a number of years the school collective has earmarked considerable resources for equipment, so that the school already has well-outfitted classrooms for chemistry, biology, physics and the fine arts. It has a small theater, a fairly well equipped workshop and a library with books in Slovakian and Serbo-Croatian. With all these facilities on hand, the school organizes modern instruction for its Slovakian pupils.

218. Predmetna nastava u mlađim razredima (Subject Teaching in the Lower Grades), *Školske novine*, Zagreb, 1970, No. 2, p. 8.

In the last few years in Belgrade there has been an increasing trend toward the introduction of subject teaching in the lower elementary school grades. This trend stems from the desire to ensure instruction at a higher professional level and from the fact that more teachers are available in a big city. In the second half of 1968—1969, subject teaching was introduced in 1611 classes of physical and health education, technical, music and fine arts instruction and foreign-language teaching. Subject teaching of music and the fine arts is commonly confined to grades 3 and 4, but in some schools subject teachers are engaged in teaching these or other subjects beginning with the first grade. Six elementary schools (27 classes in all) introduced foreign language teaching for grades 1—3, while 41 more schools introduced it from grade 4 onwards, following a special program which differs from the experimental program of the Educational Institute in Belgrade.

219. SVETIĆ, Ivan: Seminar u Rapcu (Seminar at Rabac), *Školske novine*, Zagreb, 1970, No. 5, p. 4.

The Republican Institute for the Advancement of Elementary Education of the Socialist Republic of Croatia has organized a symposium in Rabac for representatives of the experimental elementary schools. In addition to the representatives of the eight such schools in Croatia, delegates from some other elementary schools and regional institutes for the advancement of elementary education also attended the Conference to discuss the following points: general trends in the development of elementary schools in Yugoslavia in the next ten years, elements of programmed instruction in elementary school, problems of obtaining feedback information from elementary school pupils, additional and individualized work for slow learners, the results of a research project on stepped-up instruction, and the role of experimental and model schools in the advancement of elementary education as a whole.

220. SUZANIĆ, Vera: Uloga produženog boravka u osnovnoj školi "A. Cesarec" u Zagrebu u rešavanju socijalnih problema učenika (The Role of the All-Day Care at the A. Cesarec Elementary School in Zagreb in the Solving of Pupils' Social Problems), *Pedagoška iskustva*, Zagreb, 1969—1970, No. 1—2, pp. 52—55.

All-day care for pupils at the A. Cesarec Elementary School in Zagreb was introduced in 1963, when, at the end of the first quarter, many pupils had poor marks. A talk with pupils revealed that a large number of them did not have a place at home to do homework, that they were not encouraged at home to work, that some of them were undernourished, and that a number of them were from broken families or had alcoholic parents, etc. Apart from the purely social reasons for lagging behind, some pupils were retarded psychophysically. To help these pupils improve, the school took such steps as: additional instruction for the poorest pupils, and pedagogical intervention to impart orderly work habits. A review of the finances and their possible sources for school activities of this kind, illustrated with statistics on all-day care for pupils, shows the justification and efficiency of this form of education.

221. TODORIĆ, M.: Uspješan sastanak roditelja slabih učenika (A Successful Meeting for Slow Pupils' Parents), *Školske novine*, Zagreb, 1970, No. 12, p. 12.

In the last few years the elementary school at Garešnica has organized special meetings at the beginning of the second semester for the parents of slow pupils. Instead of having the grade advisors write invitations to the parents in the pupils' report cards, the school sends special printed invitations out, and the pupils are required to bring them back the next day signed by their parents. Should this fail the grade advisor informs the uninformed parent himself. Apart from this, by having to sign the invitation the parents are better able to realize the importance of the meeting. A proposal was adopted that a plan for correcting poor marks be written in the pupil's report card. Thus, keeping a record of the attempts and possible success in improving poor marks is believed to ensure

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parents' continuous concern and the efforts of pupils and teachers to reduce the occurrence of poor marks as much as possible.

222. Učenički dosije — instrument praćenja razvoja učenika (A Dossier to Help Follow the Development of the Pupil), *Školski informator*, Beograd, 1970, No. 4, p. 9.

This is a detailed description of the reasons leading the Yugoslav Institute for Educational Research to print forms for a "pupil's school dossier", following a two-year experiment by its Psychology Service. Attached to the dossier are printed instructions for the teachers, explaining the pedagogical justification of observing certain stages in the pupil's psychophysical development and how to write up these observations in the forms provided.

VI. 3. Secondary Education

223. JURIĆ, V.: Savjetovanje u organizaciji Pedagoško-književnog zbora (A Symposium Organized by the Educational-Literary Council), *Pedagoški rad*, Zagreb, Vol. 25, No. 5—6, p. 317—318.

The Educational-Literary Council (Croatia's Educational Society) organized a symposium on the development of secondary education under current conditions. The symposium was held as part of the Council's Annual Assembly in the hall of the Educational Academy on 4 April 1970. This topic was chosen because of the mounting interest among schools and the general public in secondary school reform. Discussion at the symposium was based on the following: (1) the report by the Director of the Institute for the Advancement of Vocational Training, entitled "Modern Concepts of Secondary Education", (2) the new draft law on secondary education, (3) the opinions of participants based on their vast experience. It was noted that a scientific approach should be given to the reform, that raising educational levels to reasonable objectives should be considered when drawing up educational programs, that the general educational subjects should be enlarged to keep pace with the increasingly rapid changes in economic technology, that the educational aspects of the reform are as important as the organizational aspects, that vocational guidance should be given greater emphasis in secondary schools, etc.

224. LEKO, Ivan: Jedinstvenost srednjeg obrazovanja (Uniformity in Secondary Education), *Školske novine*, Zagreb, 1970, No. 13, p. 8.

Dealing with the bill on secondary education, the author interprets certain elements and notions related to this educational level. The principle of uniformity of the school system, the author explains, does not mean a single-type education and still less educational "equalitarianism", but a wide range of directions of development and a "rich inner differentiation of programs and methods." The author points out that secondary education has the following four essential objectives: (1) to contribute to the intellectual, moral and physical development of the personality on a higher level, and in

this respect to also stress personal social and psychological stability, (2) to introduce the pupils to the fundamentals of work culture and familiarize them with the elements of scientific thinking, (3) to prepare the pupils for their vocations, and (4) to prepare the pupils to continue studies on higher levels. The author believes that these four tasks could substitute the lengthy list of objectives contained in the bill on secondary education.

225. NEDELJKOVIĆ, Čedo: Mreža srednjih škola ne odgovara zahtevima, vremena (The Network of Secondary Schools Does Not Meet Contemporary Demand), *Naša stručna škola*, Beograd, 1970, No. 6—7, p. 7.

There are 90 secondary schools in Belgrade: 33 for skilled workers, 20 technical schools, 17 gymnasiums, 5 medical schools, 5 economics schools, 1 financial school, 1 administration school, 1 office personnel school, 1 librarian school, 2 teacher training schools, and 4 art schools. It is observed that the network of secondary schools in Belgrade only slowly adjusts to the demands for certain personnel types. Thus, for example, graduates from the five schools of economics cannot find jobs, while at the same time there is a shortage of programming staff and office machine operators. The author discusses the planned enrollment in Belgrade secondary schools in the light of pupil interest expressed last school year in certain types of these various schools.

226. Opća srednja škola s italijanskim nastavnim jezikom u Bujama (A General Secondary School at Buje with Italian as the language of instruction *Školske novine*, Zagreb, 1970, No. 27, p. 3.

The further education of Italian elementary school graduates has been a problem for a number of years. Now it has been decided that a general secondary school with an electrical engineering and metal-working course and an economics and tourist trade course should be opened at Buje. The school, whose language of instruction would be Italian, will start working this school year (1970—1971). Since there is a sufficient number of classrooms and more workshops and classrooms are being arranged, the activity of the Vladimir Gortan Gymnasium at Buje will also be enlarged with general secondary school classes in the same courses as mentioned above but with instruction conducted in Serbo-Croatian. In this way Buje will have a secondary educational center including a general secondary school with Italian as the language of instruction and an enlarged gymnasium with instruction in Serbo-Croatian.

VI. 3a. Gymnasium

227. SVILOKOS, Bogdan: O radu i zadacima zajednice gimnazija SR Hrvatske (The Activity of the Union of Gymnasiums of the Socialist Republic of Croatia), *Obrazovanje i rad*, Zagreb, 1970, No. 1, pp. 76—85.

A union of gymnasiums has been established in Croatia as a new form of association of schools and their staffs. Among other things,

the Union of Gymnasiums in Croatia has these tasks: (1) to bring all gymnasiums in the republic together to work out common solutions to the problems that arise from the new role of the gymnasium, (2) to assist gymnasiums in solving their own problems, (3) to forward proposals and suggestions to the competent bodies so that they can create more favorable work and problem-solving conditions. (4) to organize various symposiums, conferences and seminars for gymnasium principals and teachers. The article also deals with the results the Union of Gymnasiums attained in 1968 and 1969 and its tasks in the immediate future.

228. TOMŠIČ, Olga: Gimnazije kao predstupanj visokoškolskih ustanova (The Gymnasium as a Stepping Stone to Higher Education), *Čovek i zanimanje*, Beograd, 1970, No. 6, pp. 3—5.

The Vocational Guidance Service in the Socialist Republic of Slovenia has analyzed the aptitudes of all gymnasium 3rd graders in Slovenia. All pupils were tested with a battery of intelligence tests and the gymnasiums were classified according to the performance of their pupils. Considerable difference among gymnasium in this respect was revealed. The range of difference was 45% above and below average achievement. Most of the gymnasium pupils want to continue education at university schools. The quality of teaching at the gymnasiums should be considerably improved if they are to sufficiently prepare their pupils for further study. The gymnasium, because of its specific role, cannot be treated only as a branch of secondary education; higher education must also be taken into consideration. The gymnasium should only be recommended to those pupils who are capable of continuing their study at one higher school or another.

VI. 3b. Vocational Schools

229. ĆUKIĆ, R.: Privreda kroji nas.avne programe (The Economy Dictates Teaching Programs), *Politika*, Beograd, 7 July 1970, Vol. 67, No. 20386, p. 6.

The experience gained by the Technical School Center at Bor is ample evidence that vocational schools are no longer dissociated from the economy and its requirements, that they are no longer left at the mercy of subsidies, and that they no longer plan personnel or create programs all by themselves. Today this Center has 1500 pupils in Bor and 150 more each in Negotin and Majdanpek. Every year the Center trains 400 young skilled workers who have no problems in finding jobs, because their training had been adjusted to the demands of enterprises and their changing production organization and technology. This cooperation between economic enterprises and the schools has greatly changed the teaching programs of the Bor schools. So far the Center has trained at least 2500 skilled workers or technicians, while 3000 other workers received adult vocational training.

230. KARAČIĆ, Tihomir: Reformske aktivnosti (Reform Activities), *Prosvjetni list*, Sarajevo, 1970, No. 360, p. 4.

The number of lessons is being reduced for the same amount of strictly specified instructional matter in most of the technical schools or school centers in Bosnia-Herzegovina. The work-load of pupils in these schools has been too great, not only in view of exercises, demands and obligations stemming from the character, function and organization of the school, but also because the excessive number of weekly lessons absorbed so much time that the pupils had no free time for learning, leisure activities and recreation. For 1970—1971 some of these schools outlined their weekly teaching plans on the basis of 35 lessons (instead of the original 42 or even 44 lessons a week). Such plans make possible the shift to a five-day week in technical schools.

231. PAVLOVIĆ, M.: Obrazovanje radničkog podmlatka u svetlu daljeg razvoja sistema obrazovanja i vaspitanja (The Training of Young Workers as Part of the Further Development of the Educational System), *Naša stručna škola*, Beograd, 1970, No. 6—7, p. 2.

A discussion of the prospects and terms of training of young workers was held in Belgrade on 5 April 1970, organized by the Training Section of the Yugoslav Socialist Alliance and the Presidency of the Youth Union and the Standing Conference of the Workers and National Night Schools of Yugoslavia. Participants in the conference included representatives of the schools for skilled workers and of a number of social and vocational organizations. They considered the following points: the conditions of work and education of apprentices, the work conditions in the schools for skilled workers, the organization of work and training of young workers, vocational guidance of young workers, the role of the employment office for young workers, and the activities of the republics in developing of the training system for young workers.

232. PIRJAVEC, Marija: Obrazovanje kadrova za turizam (Personnel Training for the Tourist Trade), *Andragogija*, Zagreb, 1970, No. 2, pp. 34—50.

Guided by the fact that every training system must correspond to the principles and demands of the society within which it operates, the author reviews: the problems and specificities in the development of a personnel training system for the tourist trade, the principal types of personnel for the tourist trade, the estimation of tourist trade personnel neads, the personnel pattern in the tourist trade, the present possibilities of personnel training for the tourist trade on the secondary level and other prospects of this trainlng. The article also contains a review of the literature and a diagram of the suggested personnel training system.

233. REBEUŠEK, Ludvig: Obrazovanje kadrova za potrebe trgovine u Sloveniji (Personnel Training for Commerce in Slovenia), *Naša stručna škola*, Beograd, 1970, No. 5, p. 3.

The School of Commerce at Celje has been cooperating for a number of years with commercial enterprises in the field of training

skilled personnel for commerce. From the experiences gained, a gualitative change was made in the commercial personnel training system throughout Slovenia in general and in Celje in particular. The new model of commercial personnel training used by the Celje school is described in this article, with accents p'aced on the enrollment, scholarships, and practical training. The school manages the entire educational process in which theory and practice are complementary.

234. VUKSANOVIĆ, Sveta: Vreme ne čeka (Time Does Not Wait), *Prosvetni pregled*, Beograd, 1970, No. 20, p. 7.

The new syllabus and curriculum of the school for skilled workers in the metal-working trade is designed to satisfy the new tasks and changed requirements arising from the general socio-economic developments. Guided by the fact that the school must have the necessary land, classroom and workshop space, and accessories to be able to carry out its tasks, the Educational Council of the Socialist Republic of Serbia has adopted standards for school space, furniture and other furnishings, and teaching aids for the schools which train skilled workers of the metal-working trade.

VI. 4. Higher Education

235. BRKLJAČIĆ, Anton: Osnovan klub studenata pedagogije Filozofskog fakulteta u Zagrebu (An Education Students Club Set up at the Zagreb University School of Philosophy), *Školske novine*, Zagreb, 1970, No. 14, p. 12.

This year the students of the Education Department at the Zagreb University School of Philosophy formed a club. After several years of preparation they made this decision at a meeting attended by education students of all years of study. Membership is open to all education students. They elect their Presidency for a term of one year. Planned activity includes: a well-organized orientation of new students every school year, vocational lectures as part of the Education Evening meetings, excursions and tours of schools or other educational institutions. The Club will also subscribe students to education journals and other vocational publications.

236. ČEMERLIĆ, Hamdija: Dvadeset godina rada Univerziteta u Sarajevu (Twenty Years of Work of the University of Sarajevo), *Univerzitet danas*, Beograd, 1970, No. 5, pp. 89—97.

The University of Sarajevo was founded by the University Act on 11 September 1949. The 20 year development of this University comprises all the features of expansion, dynamics and growth intensity that have characterized the whole Socialist Republic of Bosnia-Herzegovina. Selected data show that the University had 3 schools or higher schools with 1181 students in 1948—1949, while 20 years later, in 1968—1969, it had 17 schools and 2 higher

schools with a teaching staff 1586 strong and an enrollment of 16,820. The University also runs 23 regular institutes and 46 school institutes. So far, at least 13,500 experts have graduated from different branches of the University. The article also deals with various other activities and achievements of the University of Sarajevo.

237. KOZIĆ, Petar: Sociografija nekih studentskih zapažanja o učenju, ispitima i dokolici (Social Aspects of Student Remarks on Learning, Exams and Leisure), *Univerzitet danas*, Beograd, 1970, No. 2—3, pp. 36—42.

The article is derived from a survey conducted among elder students at the University of Niš in 1968—1969. Although the survey data could not be expected to uncover any particularly significant information on the students' duties, possibilities and situations, they can be of precious help when used (together with the data collected by scientific methods of research and by scientific analysis) to draw conclusions about possible ways of reforming higher education. The questions of the survey were divided into three groups. Answers to the first question as to where students prepare themselves for exams showed that 87.3% studied at home, and only 6.4% at the school library, which revealed that the school did not provide adequate conditions (rooms, vocational assistance of the teaching staff, additional literature, etc.) for systematic and well-organized learning. The answers to the second question about the use of literature other than the basic textbooks showed that these who did employ other sources of information accounted for only 8.2%, of which only 12.1% used foreign vocational literature in preparing for exams. In reply to the second group of questions the students also said what they thought about exams as a means of testing and marking achievement. The third group of questions dealt with leisure, and the answers obtained were throughly analyzed in the article.

238. Odluka o osnivanju Centra za multidisciplinarne studije (The Decision to Found a Center for Multidisciplinary Studies), *Glasnik Univerziteta u Beogradu,* Beograd, 1970, No. 39, pp. 1023-1026.

Following a proposal of the School of Medicine and School of Mathematics and Natural Sciences of Belgrade University and pursuant to the Higher Education Act, the Council of Belgrade University at its session on 18 May 1970 decided that a center for multidisciplinary studies should be set up. The Center should organize scientific research and postgraduate studies in neurobiology, biomedical ecological physiology, biophysics, cybernetics, physical chemistry of the surface state, molecular biology and other disciplines which synthesize or border medical, biological, chemical, physical, mathematical and some technical disciplines. To acquire the 1st academic degree in postgraduate studies at the Center it takes at least 4 semesters (2 years). Apart from this the Center may organize various forms of postgraduate studies of shorter duration.

239. Razmatran prijedlog za izmjenu statuta Filozofskog fakulteta u Zagrebu (Consideration of the Proposal to Change the Statute of the Zagreb University School of Philosophy), *Bilten Sabora SR Hrvatske*, Zagreb, 1 July 1970, Vol. 7, No. 24, pp. 41—46.

At its session of 23 June 1970, the Educational-Cultural Council of the Assembly of the Socialist Republic of Croatia considered a proposal to amend the Statute of the Zagreb University School of Philosophy. The Council of this School was requested to change Article 49a on the education requirement for school advisers insomuch as a special 2-year study program should be organized at the School for the graduate candidates of educational academies (specializing in class teaching). The Council of the School of Philosophy, at its session of 18 June, decided that the proposal cannot be accepted for the reasons explained in detail in the article. The deputies later disapproved of the School Council decision, but the School bodies make independent decisions on teaching programs and enrollment terms and the Assembly's Educational-Cultural Council could only adopt the objections the School Council, Committee on Education and Committee on Higher Education and Scientific Research had to the said proposal. It was also decided that the whole matter should be reconsidered at a joint meeting of the members of these committees and representatives of the School of Philosophy.

240. Struktura studenata ne odgovara društvenim potrebama u kadrovima (The Student Pattern Does Not Meet the Personnel Demands of the Society), *Prosvetni pregled*, Beograd, 1970, No. 23—24, p. 1.

At its session on the policy of student enrollement in 1970—1971, the Executive Council of Serbia noted that the distribution of freshmen so far suggests the need for certain intervention. According to information the Republican Secretariat for Education, Science and Culture communicated to the Council concerning the current problems of enrollment with a view to meeting personnel demand, it may be seen that the proportion of students at the schools of engineering and other applied sciences was lagging behind in relation to the schools of social sciences within the current pattern, which is in contradiction with personnel demand. For this reason it was decided that before this year is over certain materials should be worked out based on estimated needs for personnel and a long-term policy suggested for the enrollment of new students in harmony with the demands of the community.

VI. 5. Adult Education

241. BAKARČIĆ, Milivoj: "Tribina 20" u Rijeci ("Tribina 20" Popular Lectures in Rijeka), *Andragogija*, Zagreb, 1970, No. 3, pp. 59—61.

The Workers' Night School and the School for the General Education of Workers in Rijeka have organized a series of lectures entitled "Tribina 20", after 93% of their listeners voiced approval in

a questionnaire conducted to this effect. The listeners themselves suggested the topics, principally in the field of medical science and socio-political events, but also covering subjects such as travel first aid, alcoholism, music, development of self-management, outer space exploration, shipbuilding, etc. Thus the results of the questionnaire were used to create the lecture program aimed at providing additional knowledge in the areas of culture, socio-political developments, health, geography, technology, motion pictures, etc. Lectures are held twice a month, and each is repeated once. On Tuesdays and Fridays the lectures begin at 8 : 00 p.m. after the completion of regular classes. The lectures, illustrated with slides, films or drawings, communicate their contents vividly and make this form of education lifelike.

242. BULATOVIĆ, Rajko: Ispitivanje obrazovnih potreba u privrednoj organizaciji (An Investigation of Educational Needs in an Economic Organization), *Andragogija*, Zagreb, 1970, No. 3, pp. 33—43.

The investigation of educational needs necessarily precedes an educational program in any organization, since the relevant findings make up the core for establishing the contents, volume and range of this program. Educational needs in an economic organization should be investigated simultaneously for every field of training or education: vocational training and further training, basic education, socio-economic and ideological and political education, education for self-management, further training of the managerial staff, vocational and specialized training at home and abroad, and other forms of regular or advanced education. With each of these educational categories the author deals in separate chapters and gives sources to be investigated. When the educational needs are established the programs are drawn up and forwarded to the management bodies for approval.

243. DIMITRIJEVIĆ, Sreten: Obrazovanje radnika u ljubljanskim radnim organizacijama (fragmenti istraživanja) (Worker Training in Ljubljana Work Organizations — Research Fragments), *Andragogija*, Zagreb, 1970, No. 1, pp. 58—62.

To evaluate the progress made in the field of worker training in work organizations, a questionnaire was circulated and the answers about the relevant activities analyzed. The questions asked concerned the following: (1) the organization of the training and teaching staff in work organizations, (2) methods of adult education in work organizations, (3) educational planning and record keeping, (4) the contents of worker training programs, (5) the financing of worker training, (6) attitudes of work organizations toward worker training, (7) the training of workers without elementary school background. The author explained the questionnaire, the methods of application, the results of investigation, and then presented his conclusions and proposals for future work.

244. FILIPOVSKI, Stevo: Društveno-ekonomski položaj i aktuelni problemi u radu radničkih i narodnih univerziteta SR Makedonije (Socio-Eco-

nomic Status and Pressing Problems in the Work of the Workers and National Night Schools in the Socialist Republic of Macedonia), *Andragogija*, Zagreb, 1970, No. 3, pp. 62—67.

The socio-economic status and current problems of the workers and national night schools have been discussion topics at several meetings and symposiums organized by certain communities, provinces, republics or by the Federation in the last two or three years. It is of particular importance that the workers and national night schools be adequately provided for in Macedonia's medium-term development plan for 1971—1975. The author describes the types of workers night schools in Macedonia, the characteristics of their work, the past few years of experience, finances, and their tasks.

245. GAON, David: Neki problemi osnovnog obrazovanja odraslih u SR Bosni i Hercegovini (Some Problems of Elementary Adult Education in the Socialist Republic of Bosnia-Herzegovina), *Andragogija*, Zagreb, 1970, No. 2, pp. 89—93.

In October 1969 an analysis was worked out for the Society of Education Scientists of Bosnia-Herzegovina concerning the situation and problems of elementary adult education in this republic. Among the number of questions analyzed the following three seem to be particularly relevant: (1) the most frequent reasons for dropouts in the schools or classes for elementary adult education, (2) approval of the revised version of the 1968 syllabus and curriculum for elementary adult training, (3) absenteeism due to sickness. To each of these questions the author gives adequate attention, presenting the opinions of various institute representatives or individual experts, and the experience, proposals and suggestions for further work in this field.

246. GAUŠ, Mira: Dopisne škole — ozbiljan faktor u obrazovanju odraslih u nas (Correspondence Courses, an Important Branch of Adult Education in Yugoslavia), *Andragogija*, Zagreb, 1970, No. 2, pp. 113—120.

In dealing with the role of correspondence courses, the author notes the fact that in one of the Zagreb schools alone 6000 adults have subscribed this year. The reasons why adults choose these schools and their advantages over evening courses are explained. Certain practical problems and their possible solutions are considered.

247. JURIŠEVIĆ, Vlada: Ispitivanje profila koji se najefikasnije mogu osposobiti uz rad u GSP u Beogradu (Vocations in which On-the-Job Training Has Proved Most Effective for the Belgrade City Transport Enterprise), *Andragogija*, Zagreb, 1970, No. 1, pp. 70—71.

From its several years of experience in programming and conducting on-the-job training, the School Center for Personnel Training of the Belgrade City Transport Enterprise realized that people can be trained on-the-job for a number of vocations, such as streetcar drivers, conductors, controllers, trackless trolley drivers, welders,

etc. Training demands for each of these vocations must first be established. The article deals with the training of these categories of workers, the length of training and the qualifications they acquire.

248. KAPETANOVIĆ, Sead: Osposobljavanje kadrova za potrebe turizma (Personnel Training for the Tourist Trade), *Andragogija*, Zagreb, No. 2, pp. 57—61.

The author considers the problems encountered by employment offices in the training, further training or retraining of the jobless. The example of the Employment Office in Zagreb is presented. Of a total of 86,000 workers trained by this Office working together with work organizations and educational institutions, at least 30,000 prevailingly young workers were trained for the hostelry and tourist trades and other branches of the sevice industry. Further work in the training of workers for vocations with the highest employment demands and in which the majority of the trained workers find employment is suggested.

249. KLADAR, Milan: Narodno sveučilište "M. A. Reljković" u Novoj Gradiški (The M. A. Reljković National Night School at Nova Gradiška), *Andragogija*, Zagreb, 1970, No. 1, pp. 93—98.

The article presents a thorough analysis of the variety of activitie- performed by the National Night School in Nova Gradiška. Founs ded by a Municipal Assembly decision, this School, according to its statute, runs a number of centers, services and local detached schools. These include the Center for Education, the Center for Culture and Information, the Local School at Okučani, and the Local School at Nova Kapela. The tasks of this School comprise the education of adults, children and youth, the development of culture and cultural activities, and the informing of citizens and organizations of the School's own publishing activity. This broad work program is carried out through its specialized schools such as the school for foreign languages, the school for skilled and highly--skilled workers, the secondary education night school (administration workers), the elementary education night school, and the advanced home economics school; and through a variety of courses, seminars, consultations and lectures. Aside from the educational program the School advances culture by arranging cultural and information activities. The National Night School performs its cultural mission by staging theatrical and music preformances, exhibitions, literary evenings, meetings with artists, by showing motion pictures, by keeping up its own gallery of paintings and a museumlike collection, etc. Individuals are kept informed through the public communication medium, Radio Nova Gradiška.

250. KOVAČIĆ, Aleksandar: Permanentno obrazovanje i usavršavanje kadrova u turizmu (Permanent Education and the Further Training of Personnel in the Tourist Trade), *Andragogija*, Zagreb, 1970, No. 2, pp. 51—56.

The author begins by noting that the principle of permanent training was easier to declare and adopt than to materialize according

to program. Next he sets forth the specificities of permanent training for the tourist trade. He concludes that the tourist culture, as part of the general culture of each individual, should be constantly promoted for the successful development of tourism as an economic branch and social activity. Within the well-organized and planned cooperation between tourist organizations, vocational schools, institutions and organizations for adult training, it is necessary to work out and develop flexible micro-systems of forms and contents for the constant enlargement and advance of the knowledge, skills and work habits in this field of activity, and to ensure the scientific investigation of educational demands, training itself and the follow-up of the training results.

251. LJUHAR, Kemal: Istraživanje obrazovnih potreba trgovinskog preduzeća "Metal" u Sarajevu (The Metal Enterprise in Sarajevo Investigates Its Training Needs), *Andragogija*, Zagreb, 1970, No. 1, pp. 51—57.

To organize its own training program, the Metal Enterprise first investigated the educational needs of its personnel. To this end, the Enterprise used (1) a questionnaire on the educational and vocational background of its employees, (2) a proposed outline of the new job plan, (3) general statistics the Entergrise keeps on educational and vocational qualifications. Having presented the particulars about the three points above, the author dealt with the Enterprise's action to improve the educational and vocational levels of its members on a long-term basis.

252. LONČAREVIĆ, Juraj: Učimo sami (Correspondence Courses), *Školske novine*, Zagreb, 1970, No. 16, p. 8.

The Birotehnika of Zagreb has been running its Correspondence Course Center for the last ten years. Among the obvious advantages of this type of education is the fact that the learner does not have to attend school; he may learn when he can, having obtained all educational materials from the Center. He may verify the acquired knowledge in practical work, while after completion of the course he should be capable of further self-education. The learner decides when he is ready to take exams, which are held in Zagreb usually on one Saturday and one Sunday every month. Yugoslavs working abroad may also subscribe to these courses and take exams when in Yugoslavia, by arrangement with the Center. Exams may be taken for one or several subjects, as the subscriber wishes.

253. MAŠIĆ, Žarko: Obrazovanje kao komponenta prosperiteta u industriji građevinske keramike "Polet" iz Novog Bečeja (Training as Component of Prosperity in the Polet Factory of Porcelain Fixtures for the Building Construction Industry in Novi Bečej), *Andragogija*, Zagreb, 1970, No. 1, pp. 63—65.

Some ten years ago the Polet Factory worked out a long-term development plan which included training. In addition to general and vocational training, a great many workers of this Factory have been trained or educated for higher qualifications. The Factory

adhers to the Rules on General and Vocational Education which specify all steps a work organization must take, and it encourages permanent advancement based on motivation. It is also regulated by the Rules that the work organization should pay all expenses for the education of its workers, which means that every trainee enjoys free education, textbooks, notebooks, a set of mathematical instruments, etc., fully paid travel expenses for attending courses or taking exams in other than the residence locality, paid absence for each exam (2 days for semi-skilled, 3 days for skilled and 4 days for highly-skilled qualification, 5 days for secondary school exams, and 6 days for each exam at a higher school. Education is understood by this Factory to be a proven and equal component of development which might easily take over the principal role in ensuring the prosperity of a work organization on a long-term basis.

254. MILOŠEVIĆ, Radovan: Pristup ispitivanju obrazovnih potreba za samoupravljanje (Establishing the Educational Needs for Self-Management), *Andragogija*, Zagreb, 1970, No. 1, pp. 68—70.

Making use of the results of an investigation of the situation and problems in self-management, the Workers Night School in Kragujevac will draw up educational programs and organize permanent training for the so-called horizontal and vertical directions of self-management within a work organization. The tests and questionnaires applied revealed the situation in work organizations and helped to establish educational needs by reviewing the basic features and organization of production. From the materials collected the common program for self-management training has been worked out. The organizations investigated, the methods and results of investigation, and the programming of basic self-management training are treated in the article.

255. Predlog programa rada Saveza Radničkih univerziteta SR Makedonije za 1970. (The Proposed Work Program for the Alliance of Workers Night Schools in the Socialist Republic of Macedonia in 1970), *Andragogija*, Zagreb, 1970, No. 3, pp. 77—81.

In working out the draft program, the programs of Alliance commissions and the views or proposals of some of the national or workers universities were taken into consideration. It was agreed that in 1970 the Alliance should: (1) coordinate its activity and the activities of the competent bodies, organizations and institutions in the Republic; (2) consult its members through its Executive Committee on every major topic or discuss such points at the Assembly of the Alliance; (3) engage the leaders and experts of workers or national night schools and work organizations to work together with its own specialists on various educational materials. It was decided that the Alliance should concentrate its 1970 activity on: (1) enforcing the Resolution on Educational Development in Yugoslavia, (2) making rules and regulations, (3) investigating the social status and problems of workers and national night schools,

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(4) socio-economic education, (5) general and vocational education, (6) large-scale training of wide sections of the people for the country's defences, and (7) the preparation of seminars.

256. Program Zajednice narodnih i radničkih sveučilišta SR Hrvatske za 1970. godinu (The Program of the Union of National and Workers Night Schools of the Socialist Republic of Croatia for 1970), *Andragogija*, Zagreb, 1970, No. 3, pp. 67—76.

According to a draft program considered by the principals of national and workers night schools at their regional meetings and then adopted at a session of the Community Assembly, the Community will take into account the following: (a) the fact that 1970 is the International Year of Education, (b) adult education as specified by the medium-term development plan, (c) the Federal Assembly Resolution on Self-Management Educational Development, (d) the Law on Financing Education in the Socialist Republic of Croatia and its enforcement by member schools, (e) the Law on Secondary Education in Croatia. Twelve topics in education administration and one in social education for self-management will be covered by the program. During the year several important anniversaries will be observed, the Summer School for Education Scientists will be held at Poreč, the *Andragogija* journal will continue to be published, interrepublican and international cooperation will be maintained, information exchanged, instruction given to member schools, the education and advancement of education scientists and other experts will be continued, etc.

257. RADOVIĆ, Kosara: Programska osnova bazičnog obrazovanja za samoupravljanje (Programs for Basic Self-Management Education), *Andragogija*, Zagreb, 1970, No. 1, pp. 43—46.

An investigation of workers' knowledge about self-management in five work organizations in Kragujevac revealed low levels of proficiency in socio-economic matters. The amount of knowledge of self-management should constantly be enlarged if the workers are to perform their self-managing functions well. To achieve this, courses for workers at enterprises should be given and the corresponding scientific institutions should more closely investigate and follow up the educational needs in this field by developing programs for this type of education.

258. Skupština Zajednice narodnih i radničkih sveučilišta SR Hrvatske (The Assembly of the Community of National and Workers Night Schools of the Socialist Republic of Croatia), *Andragogija*, Zagreb, 1970, No 2, pp. 129—131.

The Assembly of the Community of National and Workers Night Schools in Croatia was held in Opatija. The Community Statute provides for the holding of assemblies as the need arises but at least every other year when the Community is to elect its Chairman, Vice-Chairman and Presidency members. Since this was an electoral assembly, the agenda also contained a progress report of

the Community for the last two years. According to the Community Statute, the delegates to the Assembly come from the member institutions which signed the Agreement on the Foundation of the Community (now 11 members). The Assembly first considered the following: (1) the report on the work of the Community and the development of workers and national night schools in the last two years, (2) the report on the financial operations of the Community in the last two years, (3) release of the Community Presidency. Then the new 15-member Presidency was elected and the program and financial plan for the next year were approved. The Assembly also considered the bill on secondary education in the Socialist Republic of Croatia.

259. VUKOVIĆ, Vladislav: Obrazovanje u radnoj organizaciji "Radoje Dakić" (Training in the Radoje Dakić Work Organization), *Prosvjetni rad*, Titograd, 1970, No. 12, p. 10.

The author points out that the Radoje Dakić Factory of Building Construction Machinery and Structural Steel belongs to those work organizations in Montenegro which give great attention to training and improving the skill pattern of their workers. When the Factory was set up in 1961, it established its personnel training policy which has gradually evolved into an elaborate system. Thus the Factory built its own Center for Worker Training which has been busily engaged in different types of vocational training, further training, or the retraining of personnel. Today the Factory grants scholarships to ensure the specialists it needs. It trains its workers at its own Center or in cooperation with other educational institutions. The author goes on to say that all trainees, irrespective of where they have been trained, attend some training scheme at the factory, lasting six months for skilled workers and a year for everybody else. Every worker who does not have the adequate background required for a particular job, and who at the same time, is being trained on a part-time basis, is entitled to 30 days paid leave and compensation for tuition. Trainees undergoing some higher extramural study may obtain scholarships from the Factory. If interested, the Factory will cover all necessary expenditures.

VI. 7. Vocational Guidance

260. MEHMETI, Musa R.: U Prištini otvorena izložba zanimanja (A Vocational Exposition Opens in Priština), *Čovek i zanimanje*, Beograd, 1970, No. 5, p. 9.

A monthly Exposition of Vocations and Vocational Guidance Activities opened in Priština in May 1970. The Municipal Employment Office sponsored it to present certain results of the work of its Vocational Training Center and to review the problem of making a vocation choice. The author quotes from the Book of Visitors, noting that an exposition like this was obviously necessary

and that the visitors have backed up this initiative of the Employment Office, hoping that this program would not be discontinued.

261. RAJKOVIĆ, Jugoslav: Istraživanje orijentisanosti za studije u SR Srbiji i SR Crnoj Gori (An Investigation of the Choice of Study in the Socialist Republic of Serbia and in the Socialist Republic of Montenegro), *Čovek i zanimanje*, Beograd, 1970, No. 5, p. 7.

In accordance with the ideas on vocational guidance considered at the 5th Assembly of the Confederation of Yugoslav Vocational Guidance Associations in Sarajevo in 1969, the educational and personnel training institutions have been taking an increasing role in the field of guidance, unlike previous situations in which pioneer and protagonist organizations worked virtually alone in this province. University schools have also assisted in getting the information about future study plans of secondary school pupils. In 1970 these schools will investigate the intentions of secondary school graduates concerning university studies. This drive will be carried out by the Belgrade University Department for Education and Scientific Research, supported and financed for the most part by the Republican Educational Community. The Republican Secretariat for Education, Science and Culture, and the Vocational Guidance Association of Serbia also welcomed this initative. One of the initial steps of this investigation was the circulation of a full list of university schools, art academies and higher schools in Serbia and Montenegro, among all secondary school grades (and among all pupils in one out of every ten schools) in the two republics.

262. Razgovori o maturantima (Conversations with Secondary School Graduates), *Školske novine*, Zagreb, 1970, No. 13, p. 6.

Conversations with pupils in the upper grades and with the graduates of secondary schools in Rijeka, and lectures on the possibilities and conditions for their further study are organized at these schools by the Vocational Guidance Service of the local Employment Office. The lecturer is Miloš Rotnar of Zagreb, technical consultant for school and vocational guidance and author of the book *Izbor studija* (Choice of Study). Particular care in these conversations is given to adjusting the desires and intentions of candidates to their individual aptitudes for certain vocations or studies. Other important features are the preparation of candidates for qualification or entrance exams and their guidance to those scientific or technical vocations which appear to be highly prospective in view of scientific, technological and social developments.

263. TABAKOVIĆ, Đuro: Profesionalna orijentacija i profesionalna selekcija (Vocational Guidance and Vocational Selection), *Ekonomska škola*, Beograd, June 1970, No. 6, pp. 5—7.

The article reviews the following: (1) the difficult adjustment of the qualities of an individual to the demands of a vocation, (2) the meaning of the terms: vocational or school guidance and vocational

selection, (3) the social role of vocational guidance and vocational selection, (4) the correlation between vocational guidance and vocational selection, (5) the efficiency of vocational guidance and vocational selection, (6) vocational guidance methods, (7) vocational selection methods, (8) certain difficulties in vocational guidance and vocational selection.

VII. CURRICULA AND SYLLABI

264. Nastavni plan i program škola za medicinske sestre primaljskog smera (The Syllabus and Curriculum of the Schools for Obstetrician Nurses), *Prosvjetni vjesnik*, Zagreb, 1970, No. 4, pp. 29—31.

The School for Obstetrician Nurses is a 4-year secondary vocational school open to 8-year elementary school graduates not older than 17. Prior to 1969—1970 these schools in Croatia used the 1963 syllabus and curriculum, which had to be revised when certain deficiencies in them were noted. The revision comprised concentrating the general educational subjects, socio-economic subject matter, and natural scientific fundamentals into the first two years of study and the vocational subject matter into the other two years. Practical courses have now been reduced to 1086 hours during the schooling period (other than work in the classrooms).

265. Nastavni plan i program za škole za kvalifikovane radnike delatnosti ličnih usluga (The Syllabus and Curriculum for Beautician Schools), *Prosvetni glasnik*, Beograd, 1970, No. 3, pp. 442—454.

The syllabus and curriculum discussed here were drawn up by the Educational Council of the Socialist Republic of Serbia at its session of 28 January 1970, and besides imparting the general educational goals in these secondary schools, they should enable the graduates to start working immediately after graduation as beauticians, wig makers, ladies hairdressers, barbers, manicurists and massagers. Instruction at these schools for skilled workers covers common general education subject matter, common subjects of general vocational education, optional subjects by vocation (technology of vocation) and practical lessons. The weekly total of lessons (both theory and practice) amounts to 40 for each grade. Grade 1 has 28 lessons of theory and 12 lessons of practice, grade 2 has 24 and 16, and grade 3 has 22 and 18 lessons, respectively.

VIII. AUDIO-VISUAL AIDS

266. JAKOVLJEVIĆ, Ranko: Kako integrisati film u nastavi? (How to Incorporate Films in Education.), *Školski informator*, Beograd, May 1970, No. 4, p. 7.

Among the modern teaching aids that enable a tight congruity in education (which was impossible with conventional aids alone),

the author singles out educational films. The basic features of educational films which make them a means of educational cohesion are dealt with in detail. The author believes that the films encourage greater activity in pupils and also make instruction more dynamic. At the end of the article the effect of educational films on the proficiency of the pupils is considered.

267. KUJUNDŽIĆ, Nedeljko: Teletestiranje — Problem i rješenje (TV Testing — Problem and Solution), *Školske novine*, Zagreb, 1970, No. 25, p. 6.

In 1969—1970 the School Radio and the Republican Institute for the Advancement of Elementary Education in the Socialist Republic of Croatia introduced the first TV testing in the Balkans (testing by radio and television). This testing is thought to be capable of eliminating many, if not all, practical difficulties of objective evaluation. From an analysis of the testing of music education in the 4th and 8th elementary school grades it was noted that (1) the system of TV testing practically cannot be "disclosed", (2) this system is highly economical, and (3) that it materializes in the best way the principle of objective testing by presenting identical instructions and exercises to the pupils. The author believes that a certain problem may arise out of the need to adjust the tests to the specificities of the radio and TV media, i.e. how to work out new patterns that comply with the audio-visual aspect of TV testing. TV testing also enables the processing of answers by machines, which guarantees greater precision and economy. The author indicates that the possible objection as to why "insist so much on objective evaluation, when the schools have many other problems" can be answered by the fact that such evaluation abates the perpetual strife between teachers and pupils concerning "just" marks and encourages pupils to improve their achievement.

268. MARTINJAK, Marija: Učenje i provjeravanje znanja pomoću "miniperforespondera" (Teaching and Testing by Means of a "Miniperforesponder"), *Pedagoški rad*, Zagreb, 1970, No. 3—4, pp. 204—209.

A valuable, practical and low-cost teaching aid with mechanical and electrical characteristics is explained in this article. It was designed and named "miniperforesponder" by a physics teacher, Ivan Cerovec of the Nikola Slivonja Elementary School in Krapinske Toplice. This audio-visual aid proved to be an excellent stimulator for pupils. It can be applied both for programmed instruction and for the objective testing of pupils (the apparatus can be locked so that any impermissible operations of it during learning or testing are rendered impossible). This aid can be employed to teach and test all kinds of knowledge in every type of school. It can be used for group or individual training (in the last case the subject matter can be adjusted to individual pupils, giving an opportunity to slower pupils to master the minimum program and quick learners the maximum program), in the rationalization and intensification of teaching processes, and particularly in combined

classes where its application so far has yielded outstanding results. Designed two years ago, this aid is being manufactured in a factory after a number of schools showed interest in what appears to be a highly useful teaching appliance, which continues to find more and more uses.

IX. MOTIVATION

269. Nagrade učenicima (Awards to Pupils), *Školske novine*, Zagreb, 1970, No. 16, p. 12.

The class councils of the Nikola Demonja Elementary School of Slavonska Požega have decided to award a large number of pupils in an uncommon way this year. Thus the excellent pupils of the 8th grade will complete the school year ten days ahead of the official closure, and, likewese, the very good pupils of the same grade will finish the year five days in advance. Excellent pupils of other grades will also end the school year five days before its official termination. The teachers explained this idea by the fact that the excellent and very good pupils, who work hard throughout the year to master most of the instructional matter and do the various exercises, deserve an award of this kind, which may also have a certain encouraging effect on the pupils.

270. SLAVKOVIĆ, Joviša: Najbolji učenici u Guči dobili nagradno odsustvo (The Best Pupils at Guča Awarded with Early Vacation), *Prosvetni pregled*, Beograd, 1970, No. 22, p. 3.

Following a proposal of the Teachers Council of the Bogdan Kapelan Elementary School at Guča, the School Council decided that the excellent and very good pupils should be awarded by not having to attend lessons for a number of days at the end of the school year. The 8th-graders were excused from school as of 15 May, while the pupils in other grades finished their school year on 10 June, by special decision of their class councils. In this way the teachers were able to give greater care to the pupils of lower proficiency, while the good pupils got what they well deserved.

X. POLYTECHNICAL EDUCATION

271. HAN, Stjepan: Pokret "Nauka mladima" (The "Science for the Young" Movement), *Školski informator*, Beograd, 1970, No. 3, pp. 13—14.

By letting the general public know more about the work of the organization for the scientific education of youth in Yugoslavia, entitled the "Science for the Young" Movement, the author believes, educators will be able to enlarge the extracurricular activities of school youth. The author is at the same time the Chairman of this organization which is designed to extend and strengthen the aptitude of young people in independent and creative work in

the field of natural and engineering sciences. This is indispensable because the weight of the modern educational process is increasingly shifting to encompass modern technological knowledge that everybody, and young people in particular, must know something about in order to better and more rapidly adjust to the dynamic changes in the production processes. The movement marks the beginning of a broad social drive by which the community expects to promote the universal education of youth. The objectives and materialization of this drive as a whole are dealt with in detail.

XI. SELF-EDUCATION

272. ADAMOVIĆ, Tomislav: Osnovano je Društvo industrijskih pedagoga Jugoslavije (The Yugoslav Society of Industrial Educators is Founded), *Školske novine*, Zagreb, 1970, No. 1, p. 5.

In Rijeka, industrial educators from all over Yugoslavia met in a 2-day assembly at which they constituted their organization entitled the Society of Yugoslav Industrial Educators. On the first day the industrial educators discussed what they considered to be the different current problems in industrial training theory and practice. For the participants in this discussion and in the Assembly, a special booklet was printed containing articles on "The Development of the Industrial Training System" and "A Summary of Industrial Training Practices Abroad". On the second day of the Assembly the Society was set up by unanimous decision. The Statute of the Society of Yugoslav Industrial Educators was drawn up and approved and the Presidency and Auditing Committee were elected. This Society is a scientific-technical organization founded to promote industrial training theory and practice in the field of education (sic). In addition to accepting graduated industrial educators the Society will open its membership to one and all who are or have long been experts in researching and planning personnel and educational needs, programming educational contents, organizing and conducting educational processes, and evaluating education from the point of view of industrial training theory and practice.

273. Tehnički odgoj (Technical Education), *Školske novine*, Zagreb, 1970, No. 13.

A Republican Symposium on Technical Education was held in Ljubljana in March 1970. Simultaneously an exposition entitled "Technical Creations of the Young" was held at the Ljubljana Fairgrounds, displaying examples of pupils' work in the Slovenian elementary schools, equipment for school workshops and other school furnishings, and textbooks and reference books published in Ljubljana, Zagreb and elsewhere. Also considered at the Symposium was the current situation in technical education. Among other things, it was indicated that the relevant curriculum was

becoming outdated, funds were being obtained much too slowly and various deficiencies were noted in the training or vocational retraining of teachers of general technical subjects. In a discussion, the need for the modernization of technical education in keeping with the principle of permanent study was emphasized.

XII. PHYSICAL EDUCATION

274. JERIČEVIĆ, Desanka and KOTUROVIĆ, Ljubiša: Telesni status kod kandidata za upis na I godinu V.Š.F.V. (The Physical Condition of Candidates for Enrollment in the 1st Study Year at the Higher School of Physical Education), *Fizička kultura*, Beograd, 1970, No. 1—2, pp. 20—28.

The article deals with data obtained from a control of the health and physical condition of candidates for the 1st year of study at the Higher School of Physical Training in 1966—1967 and 1967——1968. A total of 501 candidates were examined, including 431 boys and 70 girls. This check-up is indispensable because the exceptionally great strain during schooling requires completely healthy persons. Described in the article are the methods (comatoscopic and somatoscopic) used to examine the spinal column which is most important for body posture. The most frequent deviations were registered and the application of various tests helped to find out which of the deformation cases could be healed. For cases whose spinal columns could not be corrected, a specialist in physical medicine and rehabilitation was consulted, and the data were rechecked at the school clinic where a team of doctors screened the health status of every candidate. Whenever the findings were unsatisfactory the candidates were turned down and enrollment priority was given to those who fulfilled all conditions.

275. NIKOLIĆ, Milan: Odvojena nastava fizičkog vaspitanja za učenike i učenice od VI do VIII razreda (Separate Physical Education for Boys and Girls in Grades 6—8), *Fizička kultura*, Beograd, 1970, No. 1—2, pp. 32—34.

The author finds many advantages of separate over mixed classes of physical education for boys and girls in the upper elementary school grades because of the great differences in body development, mental and sexual characteristics at that age. In the beginning, the author, working at a rural school, failed to obtain Teachers Council support for his idea. But further attempts proved success ful, when he propcsed a simple change in the schedule of physical education and Russian language lessons (both subjects having an equal number of lessons per week in grades 5—8, each grade having two classes). The details of the changed syllabus and curriculum for training boys and girls separately are presented. Practical work showed that separate education in certain fields reassures the pupils and hence raises the success of learning.

XIII. PROBLEMS IN EDUCATION

276. ANKUCIĆ, Kornelija: Mogućnost uvođenja petodnevne radne nedelje (The Possibility of Introducing a Five-Day Week), *Školski informator*, Beograd, 1970, No. 4, p. 11.

In 1967 several, and still more in 1968, educational organizations in Yugoslavia adopted a five-day school week. The first schools which started this experiment were those in the Municipalities of Kranj and Maribor in the Socialist Republic of Slovenia. During 1968 a number of schools in Subotica also introduced the five-day week. According to the data available at the Yugoslav Institute for Educational Research, a total of 110 elementary and 17 secondary schools worked five days a week by the end of 1969. The Institute also investigated and processed the experiences gained by these schools in the latter part of 1969, with the aim of pointing out some solutions that may be useful for further introductions of the five-day week. The article carries detailed information on the work of Yugoslavia's first experimental schools in this respect.

277. JURINA, Milan: Potreba angažovanja ustanova srednjeg obrazovanja u rešavanju problema tehnoloških viškova radne snage (The Need to Utilize Secondary Educational Institutions in Coping with the Problem of Surplus Labor in Production), *Naša stručna škola*, Beograd, 1970, No 6—7, p 5

Technological improvements in production are accompanied by shortages of those workers which are required by the improved production methods. The problem arises as to how to transform the labor force which has been made redundant by new technology into personnel capable of working under the new technological conditions. The author suggests various forms of personnel training or retraining. Under such conditions of redundant labor in production, the author recommends the commonly most frequent forms of education, such as retraining for different skills, for additional skills, vocational advance through brief educational forms, and specialization. There are two directions along which efforts should be concerted: 1) study the phenomenon by means of fundamental research and practical investigations in production, and (2) engage every available educational institution or other assistance in concrete training action. The author points out that secondary educational institutions can do the most in this field.

278. MARKOVIĆ, Milan: Kulturna misija od neocenjive vrednosti (A Cultural Mission of Inestimable Value), *Prosvetni pregled*, Beograd, 1970, No. 16—17, p. 8.

The Vlatko Foht Children s' Library in Sarajevo, founded as a section of the Centar Borough in 1951, became an independent institution in 1961. It contains a special section of literature recommended to pupils, a lending library, a reading room, seven branches around the city and eight circuit libraries in adjacent villages.

The Literature Section supplies complete sets of books recommended to pupils in all schools in Sarajevo and some schools in other municipalities. It has a total of 30,200 books. In the Lending Library Section the librarians are well trained and may help the pupils select their reading. The Library also gives lessons in proper reading, while for preschool children there is a standing exhibition of picture books and regular lessons entitled "Encounters in Fairy Land". Young Librarians also work in different departments of the Library. The most extensive educational work with young readers takes place in the Library Reading Room, where the sections for literary, news publishing, reciting, and fine arts activites are held. Section members stage different performances marking historical or cultural anniversaries, and regularly compete in contests of the Pioneer Organization in the city.

279. MOJAŠ, V.: Prvi kvalificirani radnici privredi (Training Skilled Workers for the Economy), *Školske novine*, Zagreb, 1970, No. 15, p. 16.

The Šibenik Employment Office, taking as its principal objective the training of skilled workers for the economy, last year set up a Training Center at Drniš for the retraining of personnel for such highly-demanded vocations in the building construction industry as carpentry and masonry. Those who passed the final exams in the first training group included 53 young workers, or 28 carpenters and 25 masons. Immediately after, another group of 48 workers began training, while preparations are being made for third and fourth groups. It is noteworthy that these are principally boys who could not complete school for various reasons. The Center has every facility for its smooth operation — suitable rooms, equipment, tools, etc. In addition to practical training at the Center, the worker trainees work on the building lots of the Udarnik Construction Enterprise. The trainees get free overalls, are socially insured, and those living reasonably far from the Center are provided free transportation. The teaching staff employed by the Center has been trained at the Federal Center for the Building Construction Industry in Ljubljana.

280. NEŠIĆ, Ljubomir: Šta praktično stimuliše beogradska zajednica obrazovanja na planu vannastavnih učeničkih aktivnosti — kvalitet ili masovnost? (Should Quality or Quantity be Favored by the Belgrade Educational Community Regarding Pupils' Leisure Activities), *Fizička kultura*, Beograd, 1970, No. 1—2, pp. 35—38.

The Belgrade Educational Community, the direct financier of the educational activity at schools in its territory, specifies the terms to be fulfilled to obtain funds for instructional or leisure activity. Article 18 of the relevant rules, published in the Community Bulletin No. 2, 1969, stipulates that the school's "success should be evaluated from the achievement of individuals or groups at municipal, republican, federal or international contests in the subjects being taught at the schools." The author believes that the community as a whole would gain much more if the schools were

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encouraged to include as many pupils as they can in leisure activities, giving each an equal chance to work in the section he chooses, and so recommends that Article 18 be amended by precisely specifying the points the school would get for encouraging leisure activities on a large scale. The community should be more concerned with the wide coverage in this respect, which would inevitably result in a specific quality. As for the top quality, the author believes it should encourage those interested in scoring record results.

281. PAVLOVIĆ, Miroslav: Aktivnost mladih zadrugara iz Baške (The Work of the Young Coop Members at Baška), *Školske novine*, Zagreb, 1970 No. 12, p. 12.

At the elementary school in Baška on Krk Island, a Student Coop for the Tourist Trade has been operating for a number of years. The Coop offers board and lodging at the school building during the peak season, has a sales department, and an experimental garden for practical study of nature and biology. Directly or indirectly, nearly every pupil is included in the work of the Coop. The Coop is managed by its Board and the distribution of net income is decided on by the Council which sits once or twice a year. The Coop members spend what they earn principally on excursions which help them get to know their country better. The pupils and teachers have received manifold benefit from these activities. The pupils learn how to do various chores (cooking, serving, tidying up, etc.), and exchange letters with their friends all over the country, while the teachers may exchange experiences with their colleagues.

282. ŠIMUNČIĆ, A.: Uspješna djelatnost biblioteke "I. G. Kovačić" (The Successful Work of the I.G. Kovačić Library), *Školske novine*, Zagreb, 1970, No. 5, p. 12.

The City Library I.G. Kovačić in Karlovac runs several departments, notably the library itself, a reading room, a library of phonograph records, a circuit library, and a collection of art reproductions. It has sections for adults (90,000 books) and children (15,000 books), with a reading room for the latter. Several years ago a study department was opened with some 15,000 science books, including many rare and valuable scientific publications. The reading room subscribes to about 80 newspapers or journals, and also keeps about 670 various newspapers, many of which are older than a hundred years. The department for phonograph records has at least 570 records and a wide collection of tape recordings. An important function is performed by its circuit library which tours rural elementary schools and serves the adjacent villages.

283. TADIĆ, Ante: Plodna saradnja sa školama (Fruitful Cooperation with the Schools), *Prosvetni pregled*, Beograd, 1970, No. 11, p. 5.

The Museum of Natural Science and the schools in Belgrade have been cooperating very successfully, and the Museum's contribu-

tion to educational work as a whole is very great in this city. Last year, for example, the Museum organized six expositions (which toured many schools) on: The Evolution of Organic Life through the Geological Periods, Fragments of Nature in Our Country, Life in Water, Ancient Fauna, Decorative Stone, and The Life and Work of Josif Pančić. Apart from this, some expositions from previous years were repeated: Living and Nonliving Nature, Minerals and Ores in Serbia, Nature in the Vicinity of Belgrade, Birds of Our Country. All expostitions were accompanied by lectures of Museum experts. Museum members also organized at the schools fifteen seminars on zoology, botany, geology, and taxidermy, with a total of 72 lectures. Four study tours were organized in the vicinity of Belgrade.

284. ZDENSKI, Ivan: Savetovanje o slobodnom vremenu mladih (Symposium on the Leisure of Young People), *Fizička kultura*, Beograd, 1970, No. 1—2, p. 71.

An international symposium on the Theoretical Foundations and Scientific Research of Leisure of the Young was held at Baško Polje from 14 to 28 September 1969, organized by the Center for Extracurricular Education of the Our Children Federation of Societies in the Socialist Republic of Croatia and by the Scientific Research Commission of the Alliance for the Care and Education of Children in Yugoslavia. Present at the Symposium were 50 experts (pedagogs, psychologists, sociologists, political scientists, doctors of medicine, and physical education teachers) from Finland, Czechoslovakia, the Federal Republic of Germany, Hungary and Yugoslavia. Thirty reports were presented, including seven by foreign experts. The discussions revealed that Yugoslavia still lacks the thorough interdisciplinary research necessary to determine the actual uses of leisure, leisure as a necessity and a value, and the desired uses of leisure. A list of references on the publications dealing with these topics in 1950—1967 was prepared for the Symposium.

XV. MANAGEMENT AND FINANCING

285. BAKOVIĆ, Ivo: Prva iskustva u realizaciji Zakona o finansiranju odgoja i obrazovanja u Hrvatskoj (First Experiences from the Enforcement of the Law on Financing Training and Education in Croatia), *Naša stručna škola*, Beograd, 1970, No. 6—7, pp. 1—2.

The Law on the Financing of Training and Education in the Socialist Republic of Croatia provides for the setting up (during the transition period) of a Republican Association for Financing Educationel Guidance (secondary, higher and university schools). This Association should organize sections by sphere of social activity, and boards for secondary and higher education whose scope of

work is fixed by the Law. The article deals with the foundation and work so far of the 1st Assembly of the Republican Association for Financing Educational Guidance in Croatia. The 1st Assembly, in its provisional composition, has 130 members including 30 from economic activities. The Assembly decided to set up 21 sections and 2 boards (a board for secondary education and a board for higher education). The Republican Association for Financing, at its second session, approved its 1970 work plan, the decision to set up sections and boards, the decision on the criteria for the financing of educational quidance, the 1970 financial plan, and the terms and criteria for the allocation of resources to finance investments in educational quidance.

286. CECIĆ, Ivo: Inovacije u sistemu finansiranja odgoja i obrazovanja u SR Hrvatskoj (Innovations in the System of Financing Training and Education in the Socialist Republic of Croatia), *Andragogija*, Zagreb, 1970, No. 1, pp. 74—79.

On 31 October 1969 the Assembly of the Socialist Republic of Croatia enacted a new Law on Financing Training and Education. This article deals with some of the major changes relative to the previous system of financing in Croatia. Six essential innovations in the current Law are analyzed and compared with the previous Law and their advantages explained. Other important points for training and education covered by this Law, such as the "socio--economic status of the national and workers night schools" are also presented.

287. Odluka o osnovama i mjerilima za financiranje osnovnog obrazovanja u općini Rijeka za 1970. godinu (The Decision on the Sources and Criteria for Financing Elementary Education in the Rijeka Municipality in 1970), *Osnovno obrazovanje*, Rijeka, 1970, No. 1, pp. 20—23.

Elementary education and training in 1970 in the Rijeka Municipality will be financed by the Association for Financing Elementary Education in Rijeka pursuant to the criteria embodied in this Decision. According to the Decision, kindergartens and elementary schools are required to pass their annual plans and programs based on the standards for compulsory elementary education which make up the basis on which they will get the finances they need for their basic activity. Based on the plans and programs of the kindergartens and schools, the Association signs contracts with each of these institutions separately, while the resources thus obtained are at the free disposal of each kindergarten and school in keeping with their own criteria for the internal distribution of funds. This Decision also specifies the educational and financial elements of the annual plans and programs, the methods of allocation and the fixing of the "education price".

288. Privremeni statut Zajednice za financiranje osnovnog obrazovanja općine Rijeka (The Provisional Statute of the Association for Financing Ele-

mentary Education in the Rijeka Municipality), *Osnovno obrazovanje*, Rijeka, 1970, No. 1, pp. 6—12.

The Association for Financing Elementary Education in the Rijeka Municipality is a self-managed organization of citizens in this municipality, founded to finance elementary education, to further develop the socio-economic relations in the field of elementary education based on self-management and the distribution of income according to the work performed, to coordinate the activities of educational institutions with the demands of the community, to make decisions on the allocation of socially owned funds for elementary education and to consider other matters of common interest in the field of elementary education in the territory of the municipality. The Association is composed of the citizens in the municipality who have voting rights. The Association's superior management body is its Assembly. The tasks of the Association comprise, among other things, the raising of funds for the development of elementary education, the organization and encouragement of improvements in elementary education, the taking of steps to ensure that there are elementary school teachers in adequate numbers and with adequate qualifications, the overseeing of the situation in the school network and the rationalization of this network and that of preschool and other relevant educational institutions. The Statute also deals with the organization and the work of the Association.

289. SIMEUNOVIĆ, Ivan: Korak dalje u realizaciji Rezolucije o razvoju obrazovanja i vaspitanja na samoupravnoj osnovi (A Step Ahead in the Enforcement of the Resolution on Self-Management Educational Development), *Naša stručna škola*, Beograd, 1970, No. 6—7, p. 3.

The Federal Assembly's Resolution on Self-Management Educational Development requires a range of concrete steps to be taken for its enforcement. One of the steps is the amending of the Federal legislation on the sources of finances for education, so that adequate changes can be made in republican legislation. Some of the essential principles embodied in the new bill to this effect provide for the economic foundations of education to be made directly dependent on the personal earnings of individuals living in the territory of the particular school. Further on the working men in education apply the system of remuneration according to work performed and the principle of income based on the running costs of education. The policy of education and the allocation of resources is directly decided on by the working men and citizens. The article deals with the contents of the suggested amendments.

290. SLAVKOVIĆ, Jovila: Deo ličnih dohodaka za izgradnju škole (Part of Personal Earnings for School Reconstruction), *Prosvetni pregled*, Beograd, 1970, No. 14, p. 6.

After a consideration of its financial statement for the past year, the working collective of the Emilija Ostojić Elementary School

46 Croatia. Parliament decided to employ surplus finances to renovate the school building. But since the amount was insufficient for the required reconstruction, it will be used to get a loan from the Municipal Community of Education and from the Assembly of the Petrinja Municipality. The author points out this example as a noteworthy model of the collective's unselfishness.

XVI. LEGISLATION

491 MIHAILOVIĆ, Ilija: Prestanak radu radnika u školi (Termination of Employment of School Employees), *Ekonomika škola*, Beograd, June 1970, No. 6, pp. 62—67.

The article contains a detailed interpretation of Articles 100—120 in the Basic Law on Employment. These Articles regulate the following cases: (1) termination of employment requested by employee, (2) arbitrary termination, (3) termination by accord, (4) termination without employee's consent, (5) decision on termination, (6) cases of disapproved termination at employee's request, (7) termination due to the closing of the work organization, (8) right to notice period (Article 110), (9) release from duty for the employee whose employment terminated (Article 112), (10) termination of employment by force of Law, (11) release from duty of the school principal. An example of the decision on the termination of employment is presented at the end of the article.

492 KOTURANOVIĆ, Slobodan: Rad na školi, njihovi osnivači i susedna zbirovnata prirodnata so sertifikatite novoosnovanite i sertifikatite postoečkite osnovni školi (The Preparation of Schools by Their Founders and Educational Communities for the Verification of the New and the Recertification of the Operating Secondary Schools), *Ekonomika škola*, Beograd, 1970, No. 5, pp. 3—8.

The Law on Secondary Education prescribes the procedures for the foundation of secondary schools in the Socialist Republic of Serbia. According to the provisions of this Law, the newly-set up school is given one year work after the foundation or Provincial body in charge of educational matters has established that the necessary terms have been fulfilled. The Law on Secondary Education brings the Republican Secretariat for Education, Science and Culture in Serbia under obligation to check whether the operating schools fulfill the conditions embodied in the Law for a term of two years after they have set up their working plans and programs and other relevant regulations. The article deals with the procedure of verification of the newly-opened and recertification of the existing schools, and also with the social and educational significance of school verification. In the end, concrete tasks of the schools themselves are reviewed, viz. all the preparations the schools must take for recertification by the Republican Educational Inspection.

293. V., R.: U koraku sa najprogresivnijim kretanjima (Abreast with the Most Progressive Trends), *Školski informator*, Beograd, 1970, No. 3, p. 6.

Experience has shown that only partial solution of secondary education problems is possible without relevant legislation and in the absence of a uniform development Concept. This is best evidenced by the examples set by Serbia and Slovenia — the Republics which passed legal regulations as early as 1967 — in achieving the following: (1) introduction of a new type of school: the general technical school, (2) higher levels of general education in all forms of secondary education, (3) programs for the lower grades in the various forms of secondary education, etc. Stimulated by the success the two Republics achieved, the other Republics, Croatia, Macedonia, and Bosnia-Herzegovina, also passed bills on secondary education. Whereas the bill passed in Bosnia-Herzegovina only regulates the existing state of affairs, without provisions for the possible further development of education, that of Croatia provides for a host of radical changes (explained in detail). The Macedonian bill also reveals a modern approach to the idea and organization of secondary education.

294. *Zakon o diplomi "Luča"* (The Law on the *Luča* Diplomas), *Službeni list SR Crne Gore*, Titograd, 1970, No. 3, pp. 14—15.

The Assembly of the Socialist Republic of Montenegro has passed a special Law on the *Luča* Diplomas as a particular form of social recognition for extraordinary results attained by pupils and students in learning and for exemplary deportment. The Law specifies the conditions entitling pupils to obtain a *Luča* Diploma. One of the conditions is excellent achievement during elementary and secondary school and at the final exams, and exemplary conduct. The Diplomas are issued by the schools and the names of recipients are made public.

295. *Zakon o republičkoj nagradi "Oktoih"* (The Law on the Republican *Oktoih* Prize), *Službeni list SR Crne Gore*, Titograd, 1970, No. 3, pp. 15—16.

The Assembly of the Socialist Republic of Montenegro has passed the Law on the Republican *Oktoih* Prize as social recognition for exceptionally valuable results in the training of young generations and in education and training in general. The prize is given to individuals, groups, vocational societies of education, and educational institutions for extraordinary results and contributions in: educational practice, vocational and theoretical work in education, organization of work in an educational institution or individual instructional fields, scientific research in education and training, or promotion of the educational system as a whole. The amount of prize money is fixed by the Board each year to date effect. The individuals receive diplomas, while groups, societies or institutions receive plaques. The prizes are awarded every year.

XVII. EDUCATION STATISTICS

296. Diplomirani studenti 1968 (Student Graduates in 1968), *Statistički bilten Savezni zavod za statistiku*, Beograd, 1970, No. 596, p. 25.

In this bulletin the Federal Office of Statistics reviews the data on students graduated from the three levels of higher education in 1968 and the data on new doctors of science in 1968. The data are classified in three groups of tables, each being an entity. The first group of tables reviews the graduates from the 1st and 2nd instructional levels of university schools, art academies and higher schools. The second group of tables presents graduates from the 3rd educational level of higher education studies, or students who passed the exams for the academic degree of master or bachelor. The third group of tables refers to doctors of science.